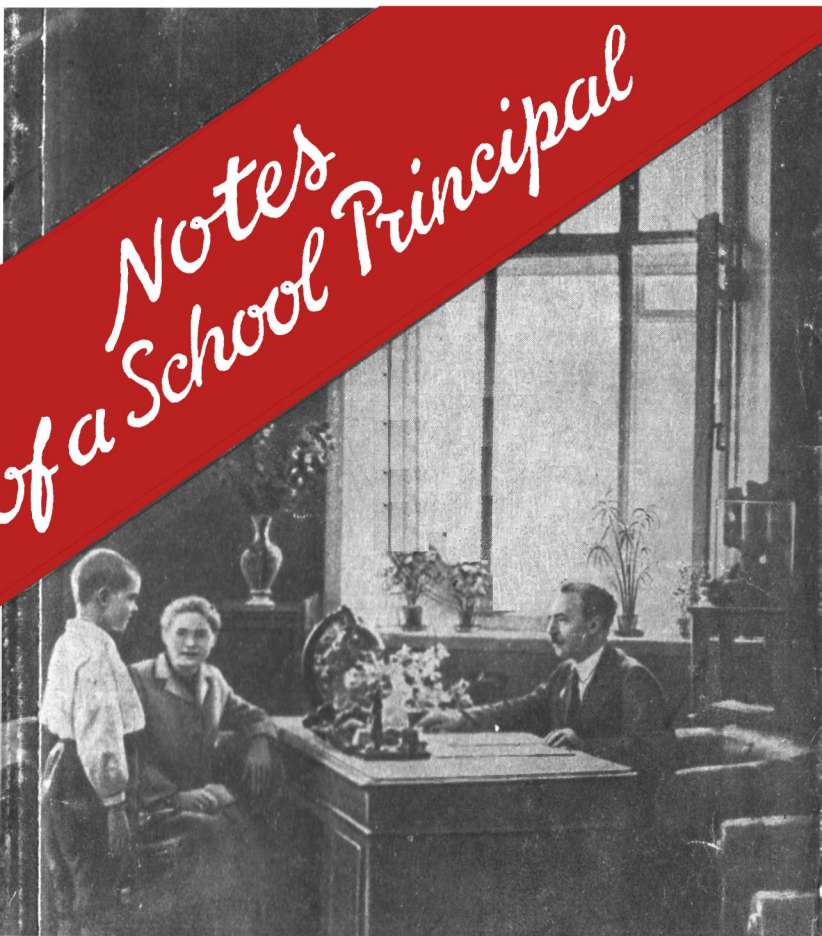


Notes of a School Principal



FOREIGN LANGUAGES PUBLISHING HOUSE

In this booklet, Ivan Novikov, principal of a Secondary School in Moscow, passes on some of the observations he has made in the course of many years of work in the Soviet educational system.

"The Great October Socialist Revolution," he writes, "put an end to the tragic clash between the educational policy of the state and the aspirations of the progressive section of society. In our country now, the state and the public expect the same thing of the schools: that they give the rising generation a broad materialistic education and communist training." This is the spirit of the demands that Ivan Novikov makes on parents, on the Soviet Union's writers, on the Ministry of Education. And these demands have not been slow to evoke a practical response.

Novikov's remarks and conclusions are illustrated with vivid examples from real life, which bring home forcefully to the reader this new feature of public education under the Soviet system.

IVAN NOVIKOV

**NOTES
OF A SCHOOL
PRINCIPAL**



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THE ~~AUTHOR~~

Ivan Novikov was born in 1891, in the village of Zakharovka, Tula Province. His father, Kuzma Novikov, was a peasant, and as a mere child Ivan already had to help work the family's bit of land.

He had four years of schooling and later went through a two years' training course for teachers. After a period as pupil teacher, he became the village school-master; and that, no doubt, would have been the limit of the education and career of this son of a peasant if it had not been for the Great October Revolution of 1917, when the Russian people took the power into their own hands and the millions were afforded opportunities for education, for developing all their talents.

Forty years of Ivan Novikov's life have been devoted to the teaching profession. For twenty-five of them he has been principal of Moscow's Secondary School No. 110, and in this post has made a notable contribution to the training of the Soviet younger generation. At

the same time he has worked constantly to enlarge his own outlook. Since taking charge of School No. 110, he has graduated at the University of Moscow, taken a special four-year course in geology, obtained his Master's Degree in Pedagogics, and carried out extensive research work at the Institute of the Academy of Pedagogical Sciences.

Ivan Novikov is well known and respected outside educational circles too. The people of the capital have elected him to the Moscow Soviet, and he is also people's assessor to the Supreme Court—a post to which he has been named by the Supreme Soviet of the U.S.S.R. His fine work at School No. 110 has earned him marks of high distinction from the Soviet Government. He is a Teacher of Merit of the R.S.F.S.R. and has been awarded two Orders of Lenin.

**NOTES OF A SCHOOL
PRINCIPAL**



1

On September 1, 1948, I once again stood greeting my charges at the door of the building in Merzlyakovsky Street which has been like home to me for many years past. This was my twenty-fourth welcome to pupils of School No. 110 back from their summer holidays, and to youngsters coming to school for the first time. I was one of the many thousands of Soviet teachers who welcomed 32,000,000 boys and girls to school that day.

The new pupils, all of them carrying schoolbags or folders and many with flowers, came with their fathers or mothers. Most of them arrived long before the bell; they had slept but little the previous night, their parents told me. And, I confess, I had not slept much that night myself. Too many memories had come crowding into my mind and starting whole trains of thought.

I have no personal recollections of the sort of reception first-graders met with in the pre-Revolutionary secondary school, for I was

born and raised in the country, and of course high schools in the rural districts were quite unheard-of in those days. But the evidence of the writer V. G. Korolenko is sufficiently authoritative, to my mind, and he indicates what the atmosphere was like when he says: "...if we did dream of a *gymnasium* uniform, it was with something like the ambition of a young warrior going into battle with a dangerous foe...."

Looking at the crowd of youngsters just beginning school that September 1, I could see how very differently they felt about it.

Certainly they were excited. And perhaps a bit lost at first in their new surroundings. But they got over that quickly. There was no sign of bashfulness. When, from the platform in the assembly hall, I asked what they had come to school for, a chorus of confident, ringing voices replied, "To learn!" When I told them that we presented good books as prizes for excellent work and exemplary conduct, and asked who wanted to put himself down for a prize right then, they raised their hands, one and all.

True, hands shot up as readily at my next question: who expected to get "twos"? But the next moment the lads caught on and laughed merrily; they were perfectly aware, I

saw, that "two" is a bad mark and "five" an excellent one. It is just as M. I. Kalinin said when he remarked: "Our schools hold no terrors for the children.... The first-grader marches off to school with a dignity of his own, like a master entering his domain."

Our first "organizational" meeting over, the parents saw their boys into the classrooms, gave them some parting injunctions and went away. The teachers were left alone with their new charges. This is a moment of great responsibility, one that offers much food for thought.

Our country is advancing to Communism. The children beginning school today are tomorrow's builders and citizens of communist society. And we teachers have been entrusted by the state with the task of preparing them for this lofty responsibility.

The prime duty of the Soviet teacher is to train our younger generation for the work of building Communism. But to build, one must possess knowledge. And so we must, first and foremost, give our pupils a *solid* foundation of all-round knowledge.

I stress "solid." It is the Soviet teacher's duty to see that the material taught is properly assimilated and remembered. The tenth-grader leaving school should have a firm grasp

of all he has been taught in it. His matriculation certificate should be testimony of his being fully prepared for independent study or work, being prepared to enter life. The school's task is to give future citizens both tuition and education in the wider sense. As we see it, this is a single, integral process.

Naturally, "education" has not the same meaning for everyone. An American writer tells us that one of the educational lights of Los Angeles, Colonel Andrew Copp, once said: "Education is getting a lot of young people into a room, teaching them a lesson out of a book, hearing them recite it, putting down a mark in figures. . . . We are going to have that and nothing else."

To us, this is the statement of a savage concerning the "education" of savages. That sort of thing isn't education—it is barrack-room drill, an attempt to stultify the brains of the rising generation, to prevent young people from thinking for themselves, to make them submissive slaves of capital.

To us, education means moulding the human being, systematically and thoughtfully influencing his mentality and character. There is no question in our minds as to the basic direction of that influence. Our aim is the communist education of the youth.

For ten years we teachers help to shape the personality of the children who enter our schools. They come to us at the age of seven; when they leave us, it is as young men and women. Ours is the responsibility of giving them correct guidance during this period, so that they may acquit themselves with credit in after life. It is up to us to imbue them with the best traits of the new type of human being reared by socialist society.

We want our pupils to have a fervent love for their great country, to know its glorious past and clearly envisage its radiant future.

Day by day we foster in them the qualities which make a Communist: selfless loyalty to the people and the Party, honesty, courage, staunchness, an innate love of work, perseverance in the face of obstacles, and readiness to defend their homeland with supreme devotion at the first call.

For us there can be no higher commendation than the simple, sincere lines of a letter which S. E. Bogatova, a teacher in our school, received during the Great Patriotic War from the father of one of our pupils, Tolya Minayev. "Accept the thanks of a Red Army man at the front," it said, "for the patriotic feeling in my son Tolya's letter."

Those were some of the thoughts that came to my mind as I welcomed the seven-year-olds on their first day at school.

2

Ask any educated person what characters in literature typify for him the Russian secondary school of pre-Revolutionary days, and his first choice is certain to be Belikov, the *gymnasium* teacher in Chekhov's story *The Man in the Muffler*. The Belikov who was always apprehensive that "something might happen," who felt secure only with prohibitory instructions, while in anything sanctioned or permitted he invariably perceived "a doubtful element."

Then there is another Chekhov character, his "teacher of literature" in the story of the same name, who used to tell himself that he was no pedagogue, but just an official, stolid and impersonal; he had never felt drawn to teaching, knew and cared nothing about pedagogics, and did not have the knack of dealing with children. "The purpose of what he taught was a mystery to him, and, for all he knew, it had no purpose."

Sologub's "petty satan" Peredonov is another example—a talebearer, libertine, sadist

and utter nonentity in teacher's uniform. And Kranz, the German teacher in Korolenko's *History of My Contemporary*: "It seemed as if this person set out deliberately, first to rob his subject of all meaning, and then to make his pupils master it nevertheless."

I will not say that the pre-Revolutionary secondary school was altogether without teachers of another type. There were, of course, honest, conscientious, thinking people in the teaching profession, people who strove to give the youth a real education and training. But it is not for nothing that the Belikovs, Peredonovs and Kranzes have gone down in Russian literature. It is a significant thing that Lenin referred to Peredonov in one of his pre-Revolutionary articles on education.

For it was callous bureaucrats like Belikov that were encouraged and advanced by the educational authorities of those times. It was people like them that created the atmosphere in the *gymnasiums* and dictated to all the others. No wonder one of the characters in *The Man in the Muffler* says of Belikov: "We teachers were afraid of him. Even the principal was afraid of him. Just think of it, our teachers were all intelligent, upright men, brought up on Turgenev and Shchedrin, yet this individual, who always wore rubbers and

carried an umbrella, kept the whole *gymnasium* under his thumb for fifteen long years!"

It is easy enough to explain why this was the case. The tsarist government's objects in the field of education, and the true aims of education, were as far apart as heaven and earth. The government did everything in its power to wall off the schools from real life. Much vitally necessary information about the world around them was withheld from the youth, and they were stuffed with a so-called "classical" education: the science program was kept down to a minimum, the history of science was ignored, and instead of being given a serious course in Russian literature, *gymnasium* pupils were made to memorize Greek texts and exceptions—all in order to restrict their knowledge of real life and the real development of world history.

Everything in this system was dry, lifeless, stifling. The Ministry of Education waged perpetual implacable war on the progressive, revolutionary-democratic section of society. And no one was surprised when Professor Lesgaft in his foreword to Velsky's *Notes of a Pedagogue* wrote: "We have no schools; what we have is penitentiary institutions."

The Great October Socialist Revolution put an end to the tragic clash between the



Fourth-graders having a Russian lesson



These boys won a ski contest.
The school's sports club has five divisions: skiing,
volleyball, gymnastics, boxing and marksmanship



This Young Pioneer leader is telling the first-
graders lots of interesting things

educational policy of the state and the aspirations of the progressive section of society. In our country now, state and public expect one and the same thing of the schools: that they give the rising generation a broad materialistic education and communist training.

Our state, our public and every Soviet family have the same thing at heart, they all want the schools to implant in our children's minds the basic principles of the Marxist-Leninist scientific world outlook. We all realize that the teaching in school must be done in the light of the latest achievements of progressive science. The teaching of natural science should be based on Darwin's doctrine, as further developed by Michurin and Lysenko. At history lessons our boys and girls should learn how frequently the West has felt the fruitful influence of the work of Russian scientists and inventors.

There are no special "classes in communist education," nor can there be. Every lesson should teach the pupils something new, broaden their outlook and lay another brick, if only a small one, in the foundation of their communist outlook on the world.

We hold sacred Lenin's precept that to treat education as something apart from life, from politics, is lying hypocrisy, and are guid-

ed in all our work by the instructions of the Central Committee of the Party to the effect that the Soviet system cannot have its youth educated in a spirit of indifference to Soviet policy. A teacher who has no ideological principles and takes no interest in politics is something we cannot understand or countenance. We feel that the decisions of the Central Committee of the Party on ideological questions apply to us Soviet schoolteachers just as much as they do to writers and dramatists, film producers and composers.

"When the war broke out, and some of us became officers," says Boris Markus, who went to our School No. 110, "we had to educate the men under us, teach them a right sense of values. And when in doubt as to the course of action to adopt, I would try to visualize how my own teachers would act under similar circumstances." This may be just a trifle, a detail, but it is a detail taken from the thick of life.

Comrade Stalin has said that writers are engineers of the human soul. I think that Soviet teachers may consider themselves fellow workers of the writers in this honourable field.

When the Labour Government in Britain was making its bid for office, it solemnly promised "equal educational opportunities for all." The *Schoolmaster* magazine declared that education should be "for the rich as for the poor, for the labourer as for the philosopher, for the maker of pins as for the maker of laws."

What actually came of these solemn promises and pious intentions is common knowledge. "Equal educational opportunities" are still nonexistent in Britain. Just as formerly, the offspring of wealthy parents are educated in exclusive schools, while 85 per cent of the children in the country get their education in what is known as "Board" schools. Only one in ten of these unprivileged children goes to secondary school; and as to a college education, the overwhelming majority cannot even dream of it.

To believe the trumpeting "Voice of America," the *America* magazine and other American propaganda mouthpieces, "equal educational opportunities" have long been a reality in the U.S.A. But to believe anything of the sort is quite impossible.

It is impossible, first of all, because several million American children of school age cannot

attend school. And it is not the children of merchants and millowners, one may be sure, that fall into this category. It may be noted in passing that the laws of seventeen out of the forty-eight states permit children to stay away from school "because they are too poor."

Then again, one glance at the race discrimination in America explodes the myth about "equal educational opportunities" in that country. In seventeen states and in the District of Columbia, the law segregates Negroes from whites in education. The money allowed for the schooling of a Negro child is, on an average, only a quarter of what is allowed per white child. And when a New York high school teacher had her pupils write a composition on "How to Improve Relations between Whites and Negroes," not one white pupil offered a democratic solution of the problem. Running in various forms through all their compositions was one and the same "idea," the "idea" impressed upon them by the entire system of education. One pupil said the Negroes in that school were sub-human. Another declared that they should be put back into slavery or deported to some desert island, and that he wouldn't care if they were wiped out altogether....

In our Soviet educational vocabulary we have no such term as "equal educational opportunities." We do not have it because that problem simply does not exist in the U.S.S.R. It was solved completely and for all time thirty-one years ago, in October 1917.

Our system of public education is a direct product of the Great October Socialist Revolution. "All the classes which ruled heretofore—the slaveowners, landlords, capitalists—were also wealthy classes," Comrade Stalin notes. "They were able to have their children taught the knowledge and skill needed for governing. The working class is different from them, among other things, in that it is not a wealthy class and was not formerly in a position to have its children taught the knowledge and skill for governing, and has obtained that opportunity only now, after coming into power."

Merely to say that we now have a law making education universal and compulsory does not give a complete picture of the situation. There are similar laws in some other countries too. But in the Soviet Union we have all the necessary conditions for implementing that law, and it is carried out to the letter. Every year the teachers of School No. 110, as of all others in the country, check up

thoroughly in the district under their jurisdiction to make sure that all parents of 7-year-olds have sent their children to school.

Nowhere in our country is there or could there be the kind of situation that is to be found in twenty-two States in the U.S.A., where the law permits children not to go to school because they live too far away. In the Soviet Union every village and hamlet, every street in towns and cities is assigned to a definite school, and that school is accountable to the state, as much as are the parents, for the observance of the compulsory education law in the area under its jurisdiction. If I were to discover, for instance, that any school age children living in the part of Nikitsky Boulevard or Herzen Street assigned to No. 110 were not attending school, I would consider myself personally responsible.

We have no division of schools into exclusive and otherwise. A division of that sort is unthinkable in our country. There are young people from all walks of life in every Soviet educational institution. Take, for instance, the school of which I am in charge. Children of marshals and of labourers, of ordinary Soviet office workers and members of the Government, sit side by side and vie with one another in their studies.

Of course, Soviet men and women see nothing to wonder at in that. Millions of examples could be given to illustrate our really *public* system of education, as Lenin understood the term—education for the people. Still, I should like to cite this one—a case I know of my own knowledge. For a long time the Kuptsovas, mother and daughter, were both members of our school staff. The mother, Elizaveta Ivanovna, was our cloakroom attendant. Her daughter Ekaterina Alexandrovna, who had herself attended our school (in its co-educational days), had come back to us as geography mistress after graduating from a teachers' training college. Elizaveta Ivanovna is with us as before, while her daughter is now completing a post-graduate course.

Our school is housed in what was formerly Flerov's private *gymnasium*, built in 1910 with funds provided by a group of well-to-do Moscow citizens. The spirit in this *gymnasium* was comparatively liberal, as the times went. All the same, it was a school for the privileged classes, for—apart from everything else—the tuition fees were very high. In general, the children of workers and peasants had very little access to secondary schools in those days. There was actually an official Ministry circular limiting the admission of "the lower orders."

"If this rule is strictly observed," wrote tsarist Minister of Education Delyanov, "the *gymnasiums* and *pre-gymnasiums* will be safeguarded against the entrance of the children of coachmen, footmen, cooks, washerwomen, small shopkeepers and the like, who, except perhaps for such as possess uncommon ability, should not be taken out of the environment to which they belong." This, incidentally, was the origin of the expression "cooks' children," so widespread some forty years ago.

The Flerov *gymnasium*—not formally, perhaps, but in actual fact—was an exclusive school. The parents of its pupils could never have imagined a flock of "orphanage" children, children "of unknown parentage," appearing within its walls. Yet that is exactly what happened one fine day in the autumn of 1925. By this time the *ex-gymnasium* was already part of the uniform schooling system, and now it was merged with the seven-year school of the *Svetly Put* Children's Home. The head of the children's home—the author of these lines—was appointed principal of the combined secondary school. And I recall with pride that my 250 charges soon won the other children's respect and became the leaders.

Twenty-three years have gone by since then. How our school has grown! How much

the Soviet State has done for it! The building has been entirely reconstructed. A new storey with large, airy classrooms has been added on. The modest school library has expanded to 19,000 volumes. The new physics, biology, geography, chemistry and literature rooms are splendidly equipped. In the inventory drawn up in 1925, at the time of the reorganization, all the school's property was valued at 14,500 rubles. Now the library alone is worth 60,000 rubles, and the physics laboratory over 100,000.

Mirrored in the growth of our school is the vast scale of school construction all over the Soviet Union. Just this year, over a thousand new school buildings have been erected. Seven out of every ten schoolchildren in Moscow were going to school in new buildings by the autumn of last year. The Soviet people stint nothing for their rising generation.

In the Soviet State the very best goes to the children. All schools are supported by the state. The allocations for education in 1948 amounted to over 59 billion rubles.* (I should like to mention that over half a million out of this sum went to our No. 110.)

* The 1949 expenditure on education was 60.8 billion rubles.

Over 59 billion rubles for education! Nearly 16 per cent of our entire state budget! To grasp the full significance of this figure, it is sufficient to recall that in the United States of America, one of the richest countries in the world, expenditures on public education since the war have amounted to about one per cent of the national budget.

4

Preparations for the beginning of the new school year coincided with other urgent business I had on hand. This was the agreeable, if somewhat exacting, task of drawing up the recommendation papers for seventeen teachers of ours who were entitled under the law to decorations for length of service. All seventeen have been decorated, six with the Order of Lenin. Several members of our staff had received marks of distinction from the Government previous to this: three had been awarded decorations, and three, the title of Teacher of Merit of the Republic.

Teacher of Merit! This title of high honour is conferred on pedagogues in recognition of their educational gifts and their devotion to their vocation. We see nothing out of

the ordinary in that, any more than in many other things that have become part of our lives in the Soviet years. But if you cast your mind back some thirty-five or forty years, or take a look at life abroad today, you realize that this is a natural thing in our country alone. It is possible only in a country where there is no clash between the views of the state and the public on what the aims of education should be, where the Government and every thinking citizen judge the services of the schoolteacher by the same standard.

Maxim Gorky in his *Reminiscences* describes this characteristic episode of former times. He was present when a new schoolteacher came to visit Chekhov. "When he left, Chekhov said, smiling wryly as he followed him with his eyes:

" 'A good fellow. He won't be teaching long. . . . '

" 'Why not?'

" 'They'll bait him . . . drive him out. . . . '

Chekhov knew contemporary life in Russia only too well, and this remark of his about a chance visitor was based on that deep knowledge. In those days, if a teacher really was a "good fellow," if his object was not to curry favour with his superiors, but to serve the people honestly, his fate was a foregone con-

clusion: he was practically certain to be baited and forced to leave.

A pretext could always be found. A woman teacher could be deprived of her post if she married (it was against the regulations for married women to teach). Or a teacher might be discharged for subscribing to publications which "indulged in unwarranted pronouncements on pedagogics, religion or morality." Another excuse for showing a schoolteacher the door was infringement of the regulation that "members of the teaching staff, being in the government service, come under the control of the educational authorities and consequently may not take part in school commissions or teachers' meetings of any kind without the knowledge and sanction of the inspectorate. . . ."

I am one of thousands of Soviet schoolteachers who have been elected to local Soviets. Many people working in the educational field have been returned to the Supreme Soviet of the U.S.S.R. and the Supreme Soviets of the various Republics of the Union. I doubt if there is a teacher in the whole country who does not conduct some kind of social work, who does not attend various conferences and conventions, who is not what we call an *activist*. But here is what happened in 1914, when,

after much petitioning and with all manner of restrictive provisions, a teachers' congress was called "with official permission" in St. Petersburg. The following newspaper excerpts describe what the delegates encountered when they returned home.

"Kiev. Teachers here are much alarmed by the investigation launched by the local educational authorities to find out what papers were delivered by the Kiev delegates at the Public Education Congress and on what committees Kiev teachers served.

"Berdyansk. The police are making inquiries about the delegates to the schoolteachers' congress. The teachers who attended the congress are being questioned.

"Balashov. The Governor has refused permission for the delegates to the Public Education Congress to report to a general meeting on the congress proceedings.

"Sarapul. The inspectorate of elementary schools has ordered the discharge of teacher Khlibova, who participated in the National Congress of Schoolteachers. Khlibova has been teaching for fifteen years...."

Everything was done to isolate schoolteachers from the outside world, to exclude them as completely as possible from public life. And the position of the teacher in the

"civilized" West today calls to mind the blackest days under tsarism. A book on discipline published in England says in so many words that when a man becomes a schoolmaster, he goes down in the social scale, even if he comes of a shopkeeper's family.

Millions of Soviet cinemagoers paid high tribute to the film "Village Schoolmistress" not only for its artistic merits, but also because it reflected the people's regard for the men and women who teach their children. Teaching is one of the most highly honoured professions in our country. Carrying out Lenin's precepts, the Communist Party and the Soviet Government have elevated the schoolteacher "to a position that he has never occupied, and never can occupy, in bourgeois society."

The American magazine *This Week* says that in a number of states the earnings of a schoolteacher are equal to those of a janitor or messenger boy. *Newsweek* reports that many teachers take bookkeeping work to do in the evenings, or get jobs in hotels or saloons after school hours. The National Education Association has put on record that American schools are short of 150 thousand teachers because of the "flight from the teaching profession." A citizens' Federal com-

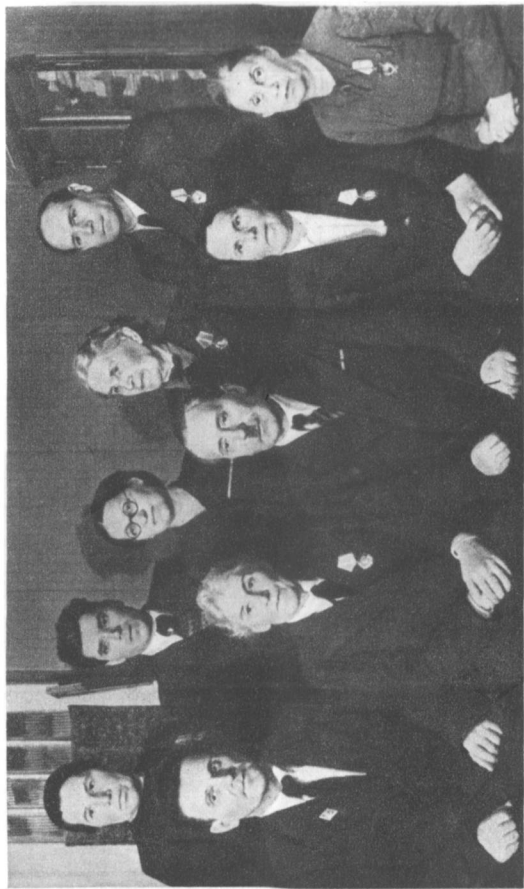
mittee on education admits that the "mass exodus" of teachers from the schools is due not only to their miserable pay, but also to lack of public regard and other factors which make them dissatisfied with their work. Is it any wonder that the student body in American teaching colleges is shrinking all the time?

Our country has a veritable army of teachers—1,278,000 of them. About 800 special colleges and schools train new teaching personnel, and there is no lack of students in any of them. In the 1948 enrolment there were several applicants per vacancy in the teachers' colleges of Moscow.

You cannot work in a Soviet school without loving your work, without real enthusiasm, without striving continually to add to your own knowledge and skill in teaching. For that is the kind of country we live in. We hold in trust—to use Belinsky's expression—the entire future of human beings. It is up to us to see that they become worthy citizens of communist society. And all of us Soviet teachers—the veterans with many years of experience and the 90,000 young men and women just entering the profession this autumn—regard this as our prime task and ultimate goal.

Nikolai Vlasyeovich Khripach, the principal of the *gymnasium* where "petty satan" Perekonov taught, never worried about anything. He "had a certain number of rules which covered everything most conveniently, and following them was no trouble at all.... Doubtful cases, uncertainty, hesitation did not exist for him. And why should they? He could always proceed on the basis of some decision of the pedagogical council, or of some circular from above."

I don't have such an easy time of it, and I don't want to. I know what it is to doubt and to hesitate. Because every day of school gives rise to new problems, big and small, requiring immediate action. And to apply the same rule of thumb to everything, to hide behind "circulars from above" or decisions of the pedagogical council relating to a quite different set of circumstances, would be unworthy of a Soviet pedagogue. It would lead to damage in the training of human character. And that, as A. A. Zhdanov said in his report on the magazines *Zvezda* and *Lenin-grad*, "is a worse crime than not fulfilling the production program or failing in some production assignment."



Some of the teachers at No. 110 who have received marks of high distinction from the Soviet Government



A chemical class

Like all Soviet pedagogues, I am troubled by the shortcomings in a number of textbooks and school syllabuses, and by the very slow rate at which these are being revised or replaced by others. For several years now teachers have been criticizing, and rightly, Timofeyev's textbook on the theory of literature, yet we still have no other. It is clear to everyone that in connection with the recent decisions of the Lenin Academy of Agricultural Sciences, the principles and methods of teaching natural science must be seriously reconsidered. But the Ministry of Education has so far failed to supply the schools not only with new syllabuses, but even with any at all detailed, practical instructions on the subject.

Soviet pedagogues are also perturbed by the fact that some widely used textbooks ignore or belittle the indisputable priority of our country in many scientific achievements. Take, for instance, Sokolov's textbook of physics. The first chapter of the tenth-grade physics course, dealing with the electrostatic field, devotes much space to Doffe, to Gilbert, to Thales of Miletus; but not a word is said about the fact that the theory of the electrostatic field was originated by the Russian scientists M. V. Lomonosov and Acade-

nathan Riklman on the basis of experiments with atmospheric electricity. Whereas the contributions of foreign scientists who worked on electricity are described in detail, the outstanding Russian inventor Yablochkov is mentioned only in passing, and Ladygin is not mentioned at all. Maksutov's telescope is "overlooked" in the chapter on optics. In the chapter on radio there is a portrait of Hertz, but none of Popov. This textbook should be thoroughly revised, but there are no signs that it is being done.

Very disquieting is the lack of coordination in the teaching of the U.S.S.R. Constitution in the seventh grades of different schools. The syllabus in this subject lacks precision. No special textbook or reader has been written. The result is that the lessons are often confined to a formal analysis of the various articles of our Fundamental Law; whereas they should be interesting and enlivening, and should bring home vividly the great constructive force of the Soviet system and its infinite moral superiority over capitalism.

The chief and paramount criterion of the way a school is working is its pupils' progress in their studies. And one of our most important problems, one encountered literally every day, is how to ensure that all our pu-

pils should make good progress, that none of them should fall behind. We might as well admit that not everybody has a clear idea of how to go about this. And now and then you still come across the theory that a certain proportion of bad scholars is unavoidable. I for my part maintain that this theory is both harmful and absurd. Every normal boy and girl can do well at his or her studies. Except for the mentally backward, who attend special schools, all children are capable of getting good marks.

Are there children who make poor progress at No. 110? Yes, there are. But we don't regard them as hopeless cases. Nor do we put the blame on them alone. Their parents and teachers come in for their share, for not having instilled the love of knowledge in them and taught them to work. A bad mark for some specific thing is much more easily remedied than slovenly working habits.

There was a letter I received one day from the mother of a former pupil of ours, Alexander B., who gave the school plenty of trouble in his time, but made quite a presentable showing in the end. She wrote: "I'd like to thank Alexander's class mistress Vera Akimovna and all the others, especially the literature teacher, of whom Alexander once

said: 'She's old and she speaks very quietly, but what she says is awfully interesting. She's such a *real* teacher, you know, you can't help working hard in her subject.' " And in this connection I should like to say a few words about what a real Soviet teacher should be like.

M. I. Kalinin remarked about ten years ago that "... the teacher is in a sort of labyrinth of mirrors, he is watched by hundreds of sharp eyes, impressionable children's eyes, amazingly quick to observe both his good qualities and his faults. The education of his pupils begins with the teacher's own conduct in the classroom, with his attitude to the pupils." How extremely well put! He is a poor pedagogue who is indifferent to his prestige, or who makes a bid for prestige along any other lines.

It goes without saying that in the various misunderstandings and disputes which are bound to arise in school, the teacher must act fairly, must be just. But that in itself is not enough. The justice of his decisions must be clear to the children. And the teacher's prestige will not suffer one bit if, seeing or foreseeing possible perplexities, he explains to the class why he is acting as he is.

Let me quote a case taken from real life. A young teacher called on two boys one aft-

er another. The first answered glibly, fluently and was not put out by unexpected questions—and he got “fair.” The second boy “mumbled,” as his classmates later put it, paused several times, and took quite a while to answer the additional questions asked by the teacher—and he got an “excellent.” The class was visibly indignant, and the teacher greatly injured his prestige by taking no notice of public opinion, which was against him. This was all the more a pity because actually the marks were correct in both cases. The ready answer was partly the result of memorizing and partly of being able to “gag.” The other boy presented several intelligent opinions of his own and his answer showed that he had done outside reading. He deserved the “excellent” mark. The teacher missed a fine opportunity of giving the youngsters a lesson in being critical of glib talk and showing them that if there is no solid matter behind fine words, they are worthless.

After all is said and done, the most difficult—and most important—part of our job is to check up on our pupils’ work and teach them a sense of responsibility for it. In developing this valuable trait, the teacher must always keep in mind that his position calls

for a great deal of tact and that he cannot afford to do anything thoughtlessly.

Let me illustrate this with another example from real life. A new boy came to school. He had a very good record in the school he had gone to before. The teacher brought him into the classroom and introduced him as an excellent pupil and a model boy all round. There was nothing wrong with that, one would think. But during the very first recess the teacher realized that she had made a mistake. The youngsters' pride was wounded when a new boy who had not yet proved himself in their class was held up to them as a model, and a feeling against him sprang up. In her desire to help the lad become one of the class, the teacher had actually rendered his position more difficult.

A teacher must be strict. But it is a mistake to think that being strict will accomplish everything. Children must be taught to do what they are told without arguing, but ordering about should not be overdone. Too many orders or prohibitions, especially if they do not seem necessary, produce a sort of "defensive complex"—the child grows obstinate, secretive, withdraws into a shell. Nor is anything achieved by endless "lecturing" to the effect that something is "not nice," "not

right," "not done." I have known teachers who raised their voices often—without making much of an impression. And, on the other hand, I know whole classes in our school on which a reproachful look from a teacher they love has much more effect than any lecture.

Our grade 9-A class mistress, Z. I. Pryanishnikova, herself a one-time pupil at our school, is that kind of teacher. After graduating from a Teachers' College, she took charge of one of our fifth grades, and for over four years now she has been guiding this group of boys. Her class is one of the best in the school, alike in marks, discipline and *esprit de corps*. And we do not think it is an accident that this class has produced several of the school's leading spirits, including the secretary of the Komsomol organization, the head of the Young Pioneer Council and the chairman of the Student Committee.

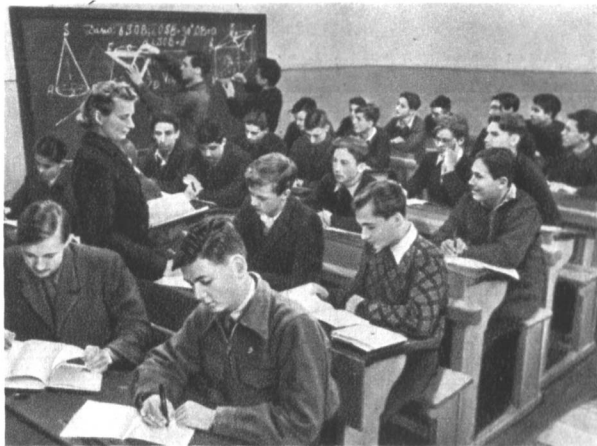
Pedagogical talent means being able to reach a child's heart. It means being able to teach him to distinguish between right and wrong, to find the right course for himself, and to feel that his fellows must never have cause to be ashamed of him. It will be a long time before I forget the impression produced on a third-grader when his teacher made way for him with conspicuous politeness. The

boy himself will probably never forget it. That was a real object lesson in manners.

Uniform Regulations for Schoolchildren are in force throughout our country. I have met people who thought that if the boys and girls were made to learn these regulations by heart, that was all that was necessary. But life quickly taught them differently. After all, everyone knows that adults, too, often break rules, and not because they do not know them.

We believe in conscious discipline. We impress upon our charges that the conduct of the individual, both in its component parts and as a whole, must not go against the interests of the community. We tell them: "Don't make a noise when others are studying or resting, don't push, don't try to get in ahead of your turn, don't talk during lessons.... By doing these things you put other people at an unfair disadvantage, you interfere with the normal life and work of your fellows."

In his *History of My Contemporary*, V. G. Korolenko mentions that at the end of the last century a discussion was in progress, among the public and in the press, as to whether, in the phrase of the time, "the common people needed schooling and whether children should be whipped." He sets down as



Z. I. Pryanishnikova, herself a one-time pupil of School No. 110, teaches mathematics there now



Choosing books in the school library. Besides helping the 900 boys of different ages choose out of the 19,000 books on the shelves, the librarian arranges literary readings



Here is a group of boys at work on the wall newspaper. Twenty-six editorial boards take turns in putting out the school's daily. *One Hundred Ten*

follows his recollections of an encounter with the principal of the Zhitomir *gymnasium*, which he attended: "... A long corridor; a boy, just beginning to have his first coherent dreams of life, squeezing himself flat against the door; and a huge automaton-like figure in uniform, with its simple formula: 'I'll have the scoundrel whipped!'..." That, I repeat, was in tsarist Russia at the end of the nineteenth century. But here we find that on April 1, 1948, in the middle of the twentieth century, a conference of the National Association of Schoolmasters in "democratic" England adopted a resolution in favour of the retention of corporal punishment! In the debate that preceded the resolution, J. H. Parker of Liverpool described schoolboys as "vicious, destructive little gangsters" and declared: "Anyone who has had experience of horses, puppy dogs and little boys knows that a smack at the right time does a great deal of good and no harm whatever..."

Facts prove that this monster has many supporters. With the sanction of the law, boys and girls of all ages are beaten in British schools. They are punished with straps, rods, canes, rulers, sometimes in the presence of the whole class or even the whole school.

T. I. Bassova, Master of Pedagogics, relates that when she visited Britain, an English schoolgirl gave her three thick notebooks filled with "lines." Written in the child's round hand, there were 150 lines of "I must do my homework properly," 300 of "I must not be rude to my teacher," 500 of "I must not contradict the headmistress," and so on. The girl had been made to write these "improving" lines when other children were playing. . . . Methods like these are utterly alien to us, we consider them outrageous.

Of course, it would be unrealistic to imagine that in training children one can get along entirely without disciplinary measures, with persuasion and explanation alone. Punishment is necessary sometimes. But in the first place, it should not be resorted to without real need. And secondly—and this is quite as important—it must make sense. It should not give the child cause to feel wronged and resentful, nor the morbid gratification of thinking: "Well, I did something to you, now you've done something to me, so we're quits." The object of punishment, as we Soviet teachers understand it, is to make the child think over his offence, realize that he did wrong and not do the same sort of thing again. You haven't done your home-

work?—do it in school under the teacher's supervision. You have made a mess?—clean it up. You have broken your desk?—mend it. You've done wrong by a schoolmate—apologize before everybody.

In the twenty-three years that I have been working in School No. 110, I remember only a few expulsions. What is more, the culprits—except, I think, for one—were readmitted after a time, with the class vouching for them and with examinations, of course. It is against the rules of our school to send a child to the principal without first securing the latter's consent. Putting a pupil out of the classroom is allowed only as an extreme measure, and in each such case the teacher has to give a written explanation.

This is not "liberalism," as some people may think. It is the result of a continual search for the wisest and most effective way to influence and shape the character of the children entrusted to us. To expel a child from school or put him out of the room is a simple matter. But Soviet teachers are building a world of new moral values. It is their duty to influence the child, to save him for society, put him on the right track, make him immune to bad influences.

It is a law in our school, none the less firm

for being unwritten, that an offence is wiped out if the offender owns up frankly and reforms. Many a heart-to-heart talk has taken place in my office. My desk drawer contains many an earnest letter from a pupil. Going up the staircase one day, I accidentally overheard the following remark: "You know, Ivan Kuzmich has his weak spot too. He likes to be told the truth." Well, that's all right with me. . . .

6

I had serious cause to be displeased with Vladislav H., one of our seventh-grade boys. Although quite a capable youngster, he neglected his lessons and contrived to get several falling marks in one month. I told him to ask one of his parents to come and see me, and the next day his father called at my office.

There is no need, I think, to go into the details of the interview. They can easily be imagined. I will only say that, although a perfectly polite conversation, it was certainly an unpleasant one for one of the parties concerned. When Vladislav's father was leaving, I recapitulated the school's requirements and said that if they were not fulfilled, we would unhappily be compelled to resort to extreme

measures. The anxious father promised to do everything in his power to make such measures unnecessary. As he shook my hand, he asked me to tender his apologies to his son's teachers for Vladislav's unworthy behaviour.

Thinking back over our talk after my visitor was gone, I noted with satisfaction that neither the substance nor the tone of it had been affected in the slightest by his official position. In the school principal's office, this Minister of the U.S.S.R. had been a boy's parent, nothing more. That is quite natural under our conditions—but, I imagine, under our conditions alone. In contrast, I recall an episode described in N. Belozersky's *Notes of a Schoolmaster*, published shortly before the Revolution.

Belozersky was a teacher of Russian and literature. The day after the pupils had been given their quarterly report cards, he received a visitor in the person of Councillor of State Petrov, an important personage in the provincial administration. And this is what took place:

"Accustomed to 'calling down' his subordinates, Mr. Petrov proceeded to 'put in his place' a scrubby schoolmaster who had dared to give poor marks to his 'dear boy.' I intimated that I was not accustomed to being spoken to in that tone of voice, but this only added fuel

to the flames. Infuriated by the schoolmaster's unheard-of impudence, the Councillor slammed the door and stamped off to lodge a complaint. . . . The irate father never forgave me my impertinence and persecuted me in a hundred different ways all the time that I remained at the *gymnasium* of that town."

I lived nearly half my life before the Revolution and I know that Belozersky was not exaggerating. The story he tells is characteristic of those times. So is the following episode from A. Velsky's *Notes of a Pedagogue*. It gives a vivid insight into the relations between pre-Revolutionary school officials and untitled, impecunious parents.

"Leaning back importantly in his armchair sat *gymnasium* principal Albionov, his ruddy face puffed up with self-satisfaction, his fleshy fingers playing carelessly with a heavy gold watch chain. And down on her knees before him, a weeping old woman implored him not to expel her son for the offence of skating at the town rink later than was allowed. The eleven-year-old 'culprit' was there beside her, swallowing his tears convulsively, pulling at his mother's sleeve and whispering: 'Come away, Mum, come away!'"

At one time or another, as pupil or as parent, practically every citizen of our country

has come into contact with our schools. And everyone knows that things like those described by Belozersky and Velsky are simply unthinkable in them. In the Soviet State the relations between parents and teachers are based on mutual respect, on a sense of joint responsibility for training the younger generation in the spirit of Communism.

But that does not mean that cooperation between the two is all it should be in each and every case, and that the school authorities never have cause to complain about parents.

You will, no doubt, frequently have witnessed scenes of this sort. There is company in the house. The fond parents begin to show off their "extraordinary child." So smart, so intelligent, and the way he recites—well, just listen! And they straighten Lyova's or Tusya's jacket, stand the child in an attitude, and he or she begins to recite—just like any other six-year-old, no better, no worse. You perceive that clearly. Yet what do you say? Not wanting to offend your kind hosts, you say with the father and mother: "He's simply marvellous!" And Lyova and Tusya gradually absorb the idea that they really are extraordinary, marvellous. . . .

Or a case like this: a child is almost of age to enter school—but not quite. It is two or

three months before he will be seven. The father or mother takes him to school and in his presence argues with the principal to admit him, because he is "exceptionally clever." When the principal remarks that nearly all parents of first-graders say the same, he gets the indignant reply: "Do you think we would ever. . . . Why, we are absolutely impartial where our children are concerned! But you will see for yourself that Kolya is really not an ordinary child!" And Kolya hears all this—and is filled with admiration for himself.

But when school starts, it turns out that Kolya is an average child—not stupid, but not exceptional either, with a good enough head, but unable to concentrate. He is firmly convinced, however, that he is much cleverer than the rest, and is sure he does not deserve the average and sometimes poor marks that appear opposite his name in the class book. He feels he is not appreciated at school, that the teacher is unfair to him, that "you can't please them anyway"—and he stops doing his lessons. He begins to think that his classmates—"ordinary" boys—get good marks because they are "teacher's pets," and not because they earn them. . . . The school has a hard time with children like that, and their parents don't have an easy time of it either.

Parents and teachers should be exacting towards each other. Neither side needs to have "allowances" made for it, and should not ask for them. For the child's own good, however, in order to shape his character properly and train him in sound working habits, they must uphold each other's authority. Perfectly correct, to my mind, for instance, is the line taken by Professor Vermel, the father of one of our boys and himself a former pupil of ours. He told me the following: "My son complains sometimes that the teacher 'picks' on him, gives him 'good' instead of 'excellent' just because he 'stuck an extra comma in.' I am only too pleased when I hear that sort of complaint, and what I tell him is: 'Too bad she didn't give you a "fair"! Commas should be put where they belong, and nowhere else.' On the whole I think teachers should be even stricter than they are."

But sometimes you get just the opposite reaction. A boy comes home with a bad mark and says: "Volodya answered worse than I did and the chemistry master gave him a 'good'—and he failed me. . . ." And the parents, instead of taking him to task, wax indignant at the chemistry master, begin to recount cases of "similar injustices" at work, and in the end, instead of a scolding for la-

ziness, the "poor lad" gets money for the movies. . . .

Here is an incident that happened in a Moscow school a few years ago. While correcting some notebooks, the maths mistress—a very experienced teacher, but evidently tired towards the end of her work—overlooked a mistake in one of them. The girl's father discovered it. Should he have informed the teacher? Certainly. But, just as certainly, he should not have written across the notebook, "Comrade teacher! You don't know much about maths yourself!" And that is what he did, after which he returned the notebook to his daughter.

It would be criminal in a teacher to undermine the parents' authority in the eyes of their child in any respect. And for reasons of the same order, I consider that the author of the above "verdict" did an unpardonable thing. Did he stop to think how hard it would be for his daughter to study under a person whom he had taught her not to respect?

While acting as a mutual check and counter-check, teachers and parents should always keep in mind that they are working for the same aim: that of bringing up worthy citizens of the Socialist State. That aim can be achieved only if school and home pull together,

supporting and supplementing each other's efforts. And it is easy enough to judge whether they are in fact doing so. If a child is a model of behaviour at home and impossible at school, or vice versa, that means that contact is lacking between the two sets of people who together are responsible for bringing him up. It means that—either at home or at school—the child is being taught outward, skin-deep, instead of conscious discipline. And so he “makes up”—at school or at home, as the case may be—for “restraining” himself the other half of the day.

Some parents think that their children get quite enough character training at school. Presumably on that assumption, they all too often give free rein to their moods, without considering their children's presence. Now children react very sensitively to these things. And they pass their judgment not by anything they say, but by what they do, by their whole line of conduct, by—in some cases—developing very undesirable traits of character.

Adults should act the way they expect children to act. For instance, we feel we can never make our pupils really care about cleanliness if adult visitors walk around the school building in overcoats and rubbers. You cannot keep children quiet and concentrated if car-

penury repairs go on during school hours outside the classroom door. It is hard to expect order and discipline from them if their attention is continually distracted by the janitor, the secretary or somebody else popping in his head. Parents too should think more often of these elementary things.

Great pains may be taken at school to impress on the children that respect should be shown to old people, with long years of work behind them. But if a boy comes home and hears his mother being rude to his grandmother, the force of bad example is liable to produce very unlovely results. All the school's efforts to teach children to be truthful will be in vain if these children see deception practised at home, if only in mere trifles. That is absolutely fatal. I should like to quote here, for the benefit of parents, a letter, full of tender, intelligent love for his child, which Felix Dzerzhinsky wrote to his wife long ago. "It is important," he said, "to teach Yasik to loathe and abominate lies and shamming, which are so widespread among children, for children pattern themselves on the society we live in and moreover use these things as weapons of defence against the authority of adults."

And here are a few more lines from the same letter that it would be good for parents

to know: "...Yasik mustn't be a hothouse flower. He must know the whole dialectical gamut of the emotions, so that in adult life he may be capable of fighting for justice, for an idea."

Especially important is it for school and home to cooperate in fostering working habits and a socialist attitude to labour. In our school every pupil from the fifth grade up, besides doing regular duty, has to put in twenty to thirty hours a year on clearing snow, arranging displays, mending old textbooks, and visual aids, shovelling coal, repairing the wiring or working the school transmitter. This is not practised for the sake of economy, but in order to instil in the future citizen respect for all kinds of work and help him acquire interest and skill in different kinds of it. And it is one of our demands that the child should do manual as well as mental work at home too, that certain specified household chores should be his responsibility and that he should perform all personal services for himself. The statement of A. Makarenko, that outstanding Soviet pedagogue, that "education means training for life" is as valid in this sphere as in others.

At school, children are given homework to do. We have nothing against their parents helping them in suitable ways—primarily by arranging their time correctly and, wherever

at all possible, by giving them a place of their own to study in and seeing that it is quiet when they do their lessons. But we definitely cannot have parents doing the youngsters' homework for them, solving their arithmetic problems or writing "rough drafts" of their compositions. That is deceiving themselves as well as the teacher.

A mother once asked me: "Which is better—to do my boy's homework for him or let him go to school with it undone?" I replied without hesitation: "Let him go with it undone." "But the child gets so upset," she objected. "Let him," I said, and explained the school's standpoint. "It will be an incentive to independence. After all, he can't hold on to your apron all his life."

I recall in this connection another talk I had with parents, in which I was compelled to take a strong line. For two years in succession we had observed the following: Nikolai U. would do nothing the first three quarters of the school year, then in the last quarter he would get down to work and just manage to scrape through the end-of-year exams. By accident we discovered that, although the boy was by no means stupid, his parents had a tutor for him all the time. Nikolai figured on the tutor's help "in a pinch" and "adjusted"

his work in school accordingly. I felt it my duty to summon the parents and positively forbid tutoring. "But what if he's not promoted?" the alarmed mother and father asked. "If he isn't, it will be his own fault," I replied.

Events proved us right. With many misgivings, the parents submitted to our demand. At first things got much worse. The boy received poor marks in all his subjects, for he did not know how to work independently. But his teachers and classmates showed much tact, helped him in every way they could, and gradually he improved and began to get along well by himself.

As to our general views on tutoring, we are absolutely opposed to it as a "preventive" measure. In special cases, when a child has to catch up on time lost owing to illness, say, tutoring is expedient. However, a tutor should never be engaged without consultation with the school authorities.

Parents and teachers should have no secrets from each other in anything concerning the schoolchild. They should meet more frequently. Parents should not wait till they are sent for before coming to see the teacher or principal. They should drop in often, without ceremony, to get advice and discuss their children's studies and conduct. "If our efforts

In school and in the home are coordinated, we shall be able to make really new people of our youngsters, our rising generation." Those are the words of N. K. Krupskaya, and she had a very good understanding of these matters.

7

One of the many letters I received from the front during the Patriotic War was from a former pupil named Mitlyansky. "When people from our school meet," he wrote, "we always recall our beloved Komsomol organizer, Grisha Rodin. All his efforts, all his seething energy, fervour and mental powers were devoted to making the Komsomols and all pupils of No. 110 strong-willed, purposeful people, real patriots. And he himself gave up his life in defence of his country...."

This year the Komsomol organization of No. 110 will be celebrating its 25th birthday. During these twenty-five years the student body has changed completely several times. First-graders grew to Young Pioneer and then Komsomol age, completed the school course and went forth into the grand life of socialist construction. And always, at all times, the Komsomol organization has been the leader of

the student community, helping the teachers in their work of patriotic education and showing by example how the school's honour should be upheld.

Last year, before leaving on a trip of six weeks' duration, I talked over the work of the school during this time not only with the teaching staff; I also discussed it in detail -- from another angle, of course—with the school Komsomol leaders. For the Komsomol activities are an integral part of all our educational work.

A school is a living organism. Every day changes take place in it, new developments—welcome and otherwise—make their appearance. And we teachers have long been in the habit of enlisting in our work of character-building the force of school public opinion, of which the Komsomol is the leader. It is a big and reliable help for us.

The first thing we require of Komsomols is that they earn the right to leadership by their own conduct. I cannot say that they do so in absolutely every case. But still, the majority of our Komsomols finished this last year with all "excellent" and "good" marks. Of the twelve matriculating pupils who won the gold or silver medal, nine were members of the Komsomol. Most of the Komsomols who

lead activities in the school—Vladimir Kuzmin, secretary of the Komsomol organization, Alexander Lukyanov, head of the Young Pioneer Council, and many others—are uniformly excellent pupils and wind up each year with honours.

One of the Komsomol's duties is to guide the Young Pioneer organization. Komsomols from the senior grades act as Pioneer leaders in the lower. The first thing we expect of them here is that they should help the teachers day by day to get good study results from the younger children. Lapses do occur, of course, but on the whole the showing is pretty good. Grade 5-C, for example, in which all of the boys are Young Pioneers, hasn't had a single "fail" in the quarterly reports.

School Komsomol organizations differ from those in factories or collective farms in that their membership changes considerably each year as the senior pupils leave. It is, accordingly, very important for the Komsomol organization to possess firm traditions that are handed down "from generation to generation," for the organization as a whole to enjoy prestige in the school. We observed a very welcome manifestation of this prestige last year in grade 8-A: when the Komsomols in this class pledged themselves not to copy, prompt

or accept prompting, all their classmates solemnly announced that they would do the same—and they did. And considering some of the things that the teacher comes up against in his day's work, this is really quite an achievement.

Two years ago a boy called Alexander L. was transferred to our school. Undisciplined and unaccustomed to studying systematically, he flaunted his bad marks and went out of his way to show his approval of anyone who broke the school rules. Our staff has come across such children before and knows how to deal with them. But reforming Alexander would undoubtedly have been much harder and taken much longer if the Komsomols of his class had not helped.

Alexander was taken to task at a class meeting. The Komsomols had several serious talks with him without others present. But most important of all, they made friends with him, set out to get him interested in the undertakings of the class and to take a pride in it. Tactfully, without pestering him, they kept an eye on his studies, went to his house, asked him to theirs—in a word, took a genuine friendly interest in him.

It is customary in such cases to say that "results were not slow in coming." I cannot say that. The desired results did not come at

once. But they did come, and we believe they will be lasting. Now Alexander is doing well in his studies and we have no cause to complain of his conduct. He is also quite active out of class—he helps to put out the school paper and is a conscientious assistant Pioneer leader. We have every right to declare that he, like many others, was moulded by the school and the Komsomol.

The Komsomol organization, the Student Committee and school public opinion generally are a great help in building up discipline, and we teachers sometimes make direct appeal to them for assistance. Discussion of a pupil's offence in class or at a Komsomol or Young Pioneer meeting usually gets good results. Hardly ever has there been a case of a boy letting his classmates down when—after duly taking him to task—they vouched collectively for his future behaviour. Of course, one must take care not to abuse this measure, and one of the reasons why it is so effective is that we don't resort to it too often. The discussion of a pupil's conduct at a meeting is a real event both in his life and in that of his fellows.

We attach much importance to having the right kind of public opinion in the school, and give the school press every assistance and guidance—though we are careful not to turn

it into petty tutelage. The press is quite a force in our school. September 1, 1948, saw the appearance of the seven hundredth issue of *One Hundred Ten*, our daily wall newspaper. Sixty-five issues of the Young Pioneer wall newspaper *Pioneers' Voice* were published during the last school year, and it continues to appear regularly. Some of the classes have their own wall newspapers too, and there is a school radio bulletin every other day.

Our press is a genuine mouthpiece of the student body. Over one hundred of the senior boys take turns in putting out the papers, and there are several times that number of contributors. In the articles, boys who have not been working or behaving properly are called over the coals, and quite often they themselves write undertaking to do better in future. Pupils compare notes on how best to prepare for exams, discuss the right way to arrange their time, give their impressions of excursions, etc. There are items on sports and chess. . . . Lively discussion was occasioned by a collection of "howlers" in spoken Russian, culled in grade 8-B. Every boy and girl in our schools is required to speak correctly, and this item got a lot of attention.

All the officials of our school organizations—the Komsomol Committee, the Student

Committee, the editors of the newspapers—are elected by the pupils. Naturally, there is a certain amount of preparation before elections; but it has nothing in common with the “campaigning” carried on in the schools of America, let us say, as revealed in a talk which the American observers Washburne and Stearns had with a newly-elected President of a “Student Council.” One of the things they asked him was how he had got elected; and he said it was because his side had done its campaigning better than the other fellow’s. They had had a big get-together at the end of the week, had hired a dance band and so on. The idea was to make a hit at the end, that got the freshmen. You could depend on getting in by impressing the freshmen the last minute. . . .

It’s not by dance bands or “last-minute hits” that our young school leaders win the honour of election, but by an excellent study record and good comradeship. Soviet schools teach their pupils the right idea of democracy and of how elections should be conducted, which cannot be said of schools in capitalist countries.

Student organizations play an important part in the school. Apart from everything else, they develop the children’s organizational ability, and this is very useful in after life.

What do children say about the books they read? I can supply some information on this point.

Our school librarian takes a tactful but persistent interest in the youngsters' response to books. Her ways of doing it are different for different ages. First-graders are usually very willing to copy out "the most interesting parts" from the books they read. When they get to the second grade, they are asked to sum up a book in ten or fifteen lines for the information of other readers and to say what impressed them most. One learns very interesting things from these comments.

The kiddies like to read about the lives of children before the Revolution, and they nearly always draw comparisons between the past and the present, stressing that that is *the way it used to be*, but that *it cannot be like that now*. Yura Runge begins his account of Korolenko's story *The Bought Boy* by saying: "*There was no Soviet Government when this happened.*" Boris Aronson writes: "Gorky's story *A Shake-Up* tells about a thirteen-year-old boy who couldn't get any schooling at all because he had no money." When Oleg Stepanov found out from Garin's *Tyoma's*

Childhood what the *gymnasiums* were like, he declared: "I wouldn't want to live in those times for anything...."

As the children grow older, their ideas become more distinct. Third-graders put down, at the librarian's request, which characters they like and which they don't, and why. Here one can already perceive the ideas they are forming of what people should be like.

Vova Egorov passes stricture on the hero of Aksakov's *Childhood of Bagrov Junior*. "I didn't like him because he was sickly and a mollycoddle. The only thing I liked about him was that he loved nature."

Another third-grader, Platov, greatly admires the little hero of Panteleyev's story *Word of Honour*. "He did not leave his post in spite of it all. He was cold and frightened, but he had given his word of honour!"

Katayev's *Lone White Sail* and *Electrical Machine* evoke many comments in the third and fourth grades. I quote two that are typical. "I liked Petya for some things, and didn't for others," writes Sergei Sidorov. "I liked him because he wasn't a windbag and knew how to keep a secret. I didn't like him because he told lies sometimes." Vladimir Gantmacher gives his opinion of both heroes of these two books. "I didn't like Petya," he says. "He was

very boastful.... I liked Gavrik because he was straightforward. He wasn't afraid of work and stood up for himself."

In the fifth and sixth grades children are entering their teens, they are halfway through school. They possess a broader viewpoint, express their ideas more clearly and are more exacting in what they expect of people, even if those people live only in the pages of a book. For example, here is a passage from Yuri Yudintsev's comment on Belyayev's *Adventures of Samuel Pingle*: "I like Thacklington's devotion to science. Only you can't tell why he goes in for research—just for its own sake, or for the good of mankind?"

Honesty, fortitude, straightforwardness, devotion to their work, clarity of outlook—those are the qualities that our young "critics," the children growing up in Soviet society, look for in people. Despite a natural difference of interests and incipient opinions, literally all of them admire the personality of the young Gorky. A typical comment is made on Gorky's *Childhood* by Bobrov of the fourth grade, who says: "This book teaches you how to become a real man."

Essentially, it is this same thing—what are the finest traits of human character—that is discussed in the fifth and sixth grade compo-

sitions on "My Favourite Hero in Literature and in Life." The topic is not a novel one. No doubt compositions of this sort were assigned to schoolchildren in pre-Revolutionary times too. But the spirit in which they are written by our Soviet children could only have been a rare exception in those days.

"He liked a simple life. He did not like people who introduced alien ways. He always stood up for his comrades. And, most important of all, he was a loyal defender of his country," sixth-grader Ksenofontov says of his favourite—Gogol's Taras Bulba.

"He was a tireless worker, he could go for several days without sleeping. He fought bravely, liked action and couldn't stand empty talk," another of our pupils, Kozyrev, writes with respect about Chapayev.

"His whole life was an unbroken series of victories over numerous difficulties," Misha Yefimov says of the writer Nikolai Ostrovsky.

Kiril Dmitriyev's favourite hero is the flier Alexander Molodchy. "He wins our love and interest by his persistence. He could not leave an assignment unfulfilled, a job unfinished, an objective ungained, enemies unbeaten. . . ."

I could cite many other interesting opinions that schoolboys have expressed about

their favourite heroes. But even these prove conclusively, I think, that the traits Soviet children value in a person are those characteristic of a builder of Communism—love of country, an independent spirit, a sense of comradeship, courage, perseverance in face of difficulties, sense of discipline and singleness of mind.

It should be of interest to writers to know in general what kind of books children like, what they want to read. Our school library has collected a certain amount of information about that too, and I think it will be useful to go into the subject in some little detail.

Tastes differ—this is true of children as of adults. Their demands for books are extremely varied. These demands should as far as possible be met. To tell the truth, however, this is often far from an easy task. For instance, sixth-grader Sinyavsky is dissatisfied with Jules Verne on the following score: "Jules Verne's novel," he says, "tells an interesting story of an attempt to move the North Pole. . . . But the book has its shortcomings. There aren't enough exciting adventures in it, no descriptions of nature and no evidence as to whether the Pole can be moved or not. . . ."

I have mentioned above that our boys and girls like to read about the lives of children before the Revolution. They read and compare them with their own lives. But they like books about Soviet schools and Soviet children even better. They want books not only about children of their own age, but about children of their own times. And we have far too few books of this kind. No wonder Likstanov's *Youngster* has won such popularity. It makes good reading and puts a number of important ethical problems before the children without undue emphasis or pointing of morals.

Youngster, Katayev's *Son of the Regiment*, Oseyeva's *Vasyok Trubachov and His Friends* have won the juvenile reader's appreciation. And they deserve it. But it must be pointed out that they are all about Soviet children in the war years. Practically nothing has been written about the life of our schoolchildren after the war.

Our youngsters want books about their doings of today, about the activities and achievements of young Michurinists, tourists, athletes, builders of aircraft models. And we teachers, too, want books whose heroes, like Gaidar's Timur, will step from the pages of the books into life itself, giving rise, perhaps, to new interesting and useful children's move-



Vadim Timofeyev, Vice-president of the "Young Physicist" society, broadcasting over the school radio.



Fadееv, General Secretary of the Union of Soviet Writers (centre), and the actor Abdulloev (left), who has come to read to the pupils Fadееv's novel "The Young Guard"



A meeting of the school's literary society. The society has 74 members, who try their hand at writing both prose and poetry, hold literary discussions and stage plays

ments that would be of benefit to the country.*

Children are naturally active. When seventh-grader Lukyanov says of Rosenfeld's *Secret of the Sea* that it is "a very interesting book, full of adventure and struggle," he is expressing the desire of many children of his age for more books about travels and exploration, about how man is fathoming nature's secrets and conquering her. This is a legitimate and healthy desire and should be satisfied.

Zakhar Golubev tells us he liked A. Yakovlev's *Stories from Life*. Why? Because they "describe strong-willed, purposeful people." Whoever has read these stories is bound to agree. And there is no doubt at all that books like this one, based on factual present-day material, are badly needed for our schoolchildren. Their educational value can hardly be overestimated.

More good juvenile scientific literature should be published. These books should be

* *Timur and His Team*, by the Soviet writer Arkady Gaidar, is about a fine-spirited, unassuming Young Pioneer who sets himself to perform all the services he can for the families of soldiers. Timur became a favourite with Soviet children and the book gave birth to the "Timur" movement, which grew particularly widespread during the Great Patriotic War.

written by people who have a thorough knowledge of their subject, in simple but not baby language. We need books like Academician Fersman's *Fascinating Mineralogy*, about which Andrei Leontyev, of the third grade, wrote: "I learned a lot I didn't know before from this book. It was very interesting."

It should be remembered that different kinds of popular scientific literature are needed for children of different ages. We need books telling in simple language about natural phenomena, about important scientific discoveries, about the laws of physics and the properties of matter, and these books must be written in one way for small children and in another for older ones. But all of them should, in my opinion, measure up to the demand made by tenth-grader Echelson when he says of Orlov's *Annihilating Rays*: "It would be better if the book contained more interesting examples—and not invented ones, but taken from real life."

It will be in place here, I think, to say a few words about scientific romances for children. This kind of literature is extremely popular in school libraries and in principle it is really very necessary. A good scientific romance teaches children to dream and to dare, it puts before them, in an easily-understood and vivid form, problems which mankind has yet

to solve and which are or soon may be on the order of the day. The "romance" part of it should have roots in reality. Besides being well written, interesting and having the right kind of outlook, a scientific romance should make the young reader feel, "True, that doesn't exist yet, but man will surely achieve it." Unfortunately, we still have too little literature of this type. Many books which claim to be scientific romances are simply romances, with nothing scientific about them. One such book, Belyayev's *Amphibious Man*, evoked the following apt comment from sixth-grader Remizov: "In depicting his amphibious man, the author ignored the real laws of nature, and what he has imagined has no chance of ever being realized."

Third-grader Frantskevich enjoyed reading *The Sea Hunter*. "I liked it," he says, "because there are mysterious chapters in it." The fact that many children have a liking for mystery and adventure stories must be taken into consideration. This desire should be satisfied, and satisfied not with inferior reading matter, but with good literature which will tell our youth about people and adventures that really deserve to be known.

Lastly, I should like to quote a remark made by another of our pupils, Yury Cherka-

sov, after reading Gogol's *Evenings on a Farm near Dikanka*. It is a remark that is a little naive, to be sure, but perfectly sound and deserving of attention. "There is a lot of imagination and many things to make you laugh in these stories of Gogol's," Yury wrote. "That's why I liked them so much." And in this connection we have to note a sad deficiency in our literature: there are hardly any books of satire or humour for children of school age. Yet such books are definitely needed and could have a substantial educative influence.

To sum up—I should like more children's books by Soviet writers to evoke such comments as *Nikita's Childhood*, by Alexei Tolstoi, did from our pupil Lyonya Alexeyev. "I wish this book had a continuation," Lyonya said.

9

It is the aim of the Soviet State and Soviet pedagogics, as I have stressed repeatedly in these notes, to give all schoolchildren a broad modern education and make them worthy citizens of communist society. But it is absolutely against our principles to try to squeeze everyone into the same pattern. We respect the individual personality of each child and make every effort



The radio and telegraphy section. The boys made all the apparatus themselves. The instructors are ex-pupils of No. 110 who have specialized in physics



Some of the 57 members of the "Young Physicist." The society includes a laboratory experimentation section, a radio and telegraphy section and an apparatus-making section



These members of the "Young Chemist" society are doing some research on their own. In the past year the society's 49 members have delivered 46 papers based on independent work. A number of eminent scientists have addressed the school on the achievements of Soviet science

to develop it. While we impress upon the children that they must study hard and must not neglect mathematics for the sake of literature or chemistry for history, we help them to "find themselves," to discover the field of activity which is later to become their vocation in life.

Vlas Doroshevich, a Russian journalist popular in the early 1900's, wrote: "Our secondary schools get us accustomed to what will be our lot all our lives—doing work which we do not like and treating it accordingly." In the Soviet Union, on the other hand, every young citizen is able, upon leaving school, to choose the profession which he likes best, a profession that he will love, that will accord with his natural leanings and in which he will be most useful to society. This is the kind of work for which Soviet schools must train our young people.

It is with a feeling of bitterness and sorrow for thousands of lives ruined by incorrect training that we read items in the yellowed pages of pre-Revolutionary newspapers reporting that in many cities of the Russian Empire schoolchildren were not permitted to use public libraries, that they were expelled from *gymnasiums* for publishing school magazines, that pupils' extracurricular study groups were persecuted. We hold Lenin's view that such

groups and discussions are a natural thing and a good one. Our School No. 110, for instance, has a number of voluntary research societies in which pupils broaden their acquaintance with the subjects that interest them most. There is the "Young Historian" society, the "Young Chemist," the "Young Physicist," the "Young Geographer," the "Young Naturalist," the "Young Mathematician," the "Young Lover of Literature." Each member of a society must present in the course of the year at least one paper based on practical research. A condition for membership is passing marks in all subjects and nothing below "good" in the society's special subject. The chairmen of the society councils are teachers, and the various sections are led by parents who have specialized in the field in question, by college students or by senior pupils.

At the Eighteenth Congress of the C.P.S.U.(B.), V. M. Molotov pointed out that in secondary school our boys and girls should receive at least some preparation for their future practical work. We attach great importance to this. We have a series of "What I Should Be Able to Do" posters which remind every pupil what practical skill he must acquire in the various subjects. Some of the things listed in a botany poster of this kind, for ex-

ample, are: "Determining the germinating capacity of seeds; planting seeds; pricking out and transplanting plants; growing plants from cuttings, bulbs, tubers and rhizomes."

In geography we require pupils to be able to read all maps, gauge distances by scale, make a rough survey of a locality, draw topographical signs, and use a compass, barometer and sun dial.

In addition to the written examination questions, we draw up each year a list of small practical assignments to be performed by pupils at exams. These are some of the practical assignments in physics: determining the magnifying power of a magnifying glass; connecting an electromagnet into a circuit and explaining how it functions; establishing the wattage of a heating appliance by reading the meter; connecting an electric bell into the lighting circuit through a transformer.

Another thing that we at School No. 110 consider of much value for the boys' future work is the annual compositions. In addition to regular work in composition during the term, every pupil, from the fifth to the tenth grade, has to write in the course of the year a substantial essay unconnected with the curriculum. The boys are offered a wide range of topics and are also encouraged to write on some "favourite" subject of their own choice

The following list will give the reader an idea of the variety of the topics selected for these annual essays: "The Pushkin Monument in Moscow," "Love of Nature in Arseniev's Travel Books," "Songs that Reveal the Spirit of the Russian People," "The National Pride of the Soviet People," "Kiev—Mother of Russian Cities," "Education and How It Helps to Mould the Personality," "Children in Dickens," "The Mediaeval Town," "The Italian Renaissance," "Medicinal Herbs," "The Life and Work of I. V. Michurin," "Agrochemistry," "Metals that Serve Man." And the list could go on and on.

It may be recalled that Marx in his *gymnasium* days wrote a composition about "A Young Man's Thoughts when Choosing a Profession." "... To weigh his choice seriously," the future founder of scientific Socialism wrote, "is unquestionably the first duty of a young man setting out in life and unwilling to let his most important affairs be decided by chance." With this in mind, we always have our tenth-graders write a composition on "Choosing a Profession," on what they want to be.

The answers they give to that question vary greatly, of course, but all of them are marked by confidence in the future, by the knowledge that in the Land of Soviets everyone can become what he wishes and what his

abilities qualify him for. The following opening lines by tenth-grader Pronin are characteristic of the attitude of the authors of these compositions, most of which are written with deep feeling. "Soon I shall be leaving school," Pronin says. "In every part of our country to which man has access, there are important jobs to do, great undertakings to accomplish. . . . The doors to every field of human activity stand wide open before me."

Can a youth leaving secondary school in present-day America, Britain or France say anything of the sort if he is not a rich man's son? More often than not, he is afraid to think of the future.

"In the Soviet Union," another tenth-grader, Alexander Stavrovsky, remarks with truth, "there is no such thing as noble and ignoble occupations. A man is rated in our country not by what his occupation is, but by his proficiency in it, by his level of achievement in his line."

I do not mean to say that all the boys will necessarily go in for the professions they write about in their compositions; some may choose other important work when it comes to the point. But I respect this approach to choosing a profession; it is the right approach. As to the actual choice, each boy makes his own, of course.

Felix Denisov, who describes with a nice

sense of humour how, as a small boy, he took apart and put together all the clocks in the house, "after which they stopped altogether, or else ran amok," has decided to make machinery designing his profession.

Andrei Stepanov feels drawn to "the interesting work of a geologist, connected with travels and hardship, with searching for minerals which our country needs."

Edward Putintsev means to devote himself to art. He wants to paint the varied landscapes of our country—from the fresh green forests near Moscow to the subtropics of the Caucasus and the tundra of the North—"so that people seeing them will think: 'How wonderful our homeland is! How fortunate we are to be living in it!'"

Oleg Solovyov has definitely made up his mind to enter the Timiryazev Agricultural Academy. Vladimir Tretyakov, remembering that our country is a great naval power, would like to be a sailor or shipbuilder. Victor Mashinsky is keenly aware of the fact that after the war "whole cities must be built anew," and has decided to be an architect.

Many want to be physicians, teachers, researchers, actors. . . . And every one of them is perfectly confident: "If I study, if I work hard, I shall succeed. No avenue is barred to me."

One cannot but recall in this connection A. A. Zhdanov's inspired words: "With what frank, brave eyes our children look out at the world! An open road to the future has been won for them. What fine people our youngsters will be when they grow up! We are convinced that they will complete with credit the work the older generation is doing."

10

A. Velsky, the author of the pre-Revolutionary *Notes of a Pedagogue*, which I have quoted above, told his readers—who presumably shared his reactions—that "Sometimes I dream that I am a *gymnasium* boy again, and I wake up with an oppressive, disagreeable feeling...."

I should like to cite in contrast a remark made by Boris Dubakh, a former pupil of ours, who afterwards laid down his life in the Patriotic War: "Speaking of our school means making a confession of love." Although I have a deep (and, I hope, understandable) love for School No. 110, I take these words as applying to Soviet schools at large. And not without reason, I think.

It is a long-standing tradition at No. 110 to hold a reunion every 29th of November.

Former pupils come to sit again at their old school desks, and to tell their schoolmates and teachers about what they have been doing. And every such gathering convinces us anew that the confidence with which tenth-graders discuss their choice of a profession is fully justified. People follow the vocation of their own choosing and serve their country well.

Among the people who come to our reunions are General Komarovsky, Dr. Volkenstein, the physicist, the architect Markus, the teacher Pryanishnikova, the machinery designer Dolgopolov. . . . Professors and construction job chiefs, business executives and artists, Party functionaries and officials of the Soviets. And all of them have interesting things to relate. High government decorations have been awarded to many for exploits on the battlefield or feats of labour heroism, many have been honoured with Stalin Prizes.

The Land of Soviets abounds in talent, and the Soviet State does everything to help it develop and flower. Beyond doubt, every Soviet school has reason to be proud of many former pupils, and if I name alumni of our school, that is because I know them and want to offer them as examples of how clear and straight is the road of the Soviet youth to inspired labour, recognition and renown.



Reunion day. Registering the guests



Several generations meet. A Young Pioneer welcoming the guests



I. I. Zelentsov has taught literature at No. 110 since 1919, and has twice been awarded the Order of Lenin in recognition of his splendid work. Here he is with a group of former pupils

Meeting our one-time charges, we are happy to learn that Komarovsky built a big factory in the East, that Zaglyadinov was the designer of a section of an electric railway, that Rothstein has constructed a bridge and Skokan has been decorated for his partisan fighting during the war. We rejoice in the achievements of our former Pioneer leader Lyuba Rosina, who now holds a Master's Degree in Pedagogics and teaches chemistry in our own school. And we quite understand the contempt with which our alumnus Gorokhov spoke at one of these reunions of the characters in a foreign film he had seen: "Think of it," he said, "the picture shows a gathering something like ours in some American college. Old classmates get together. But they don't say a word about the way they served their people, the good they did society in the years between. All they talk about is their personal success, their own careers."

At our annual reunions, a point is made of having reports on what people who left the school ten or twenty years ago are doing now. And so we know that among those who left us in 1935 there are fifteen scientific researchers, and that seventy-four of the eighty who matriculated in 1936 went to college and got their degrees. Among these seventy-four are twenty-eight

engineers, eighteen scientists and scholars, three architects, one diplomat, two journalists, four doctors, three actors, two teachers, two artists....

By way of illustration, let me quote one of these reports in full. Here it is:

"At this reunion of former pupils of School 110, Krasnaya Presnya District of Moscow, we who finished school 20 years ago have the following to report:

"From school we went to factories, laboratories, colleges.

"It was the time of the first Stalin Five-Year Plan, the whole country was engaged in a vast constructive effort, and we joined in it too. Some of us helped to build the chemical plants at Berezniki in the Urals and at Stalinogorsk, others worked in existing factories and laboratories, others still continued their education.

"We developed along with our country.

"The Second and Third Stalin Five-Year Plans called for skilled forces in unprecedented numbers.

" 'Cadres decide everything,' Comrade Stalin said, and in the course of our work and studies, we trained ourselves to be expert workers in various fields.

"The first among us to graduate from college was Tasya Abramova. She completed a

course in industrial planning and management in 1932, and has been working in the chemical industry since that time.

"That same year Yasha Millstein finished his studies at the Moscow Conservatoire, becoming a musician and teacher of music.

"Lida Barteneva qualified in medicine the year after, and has been teaching at the First Moscow Medical Institute ever since.

"Between 1934 and 1941, benefiting by the educational opportunities provided in our country, many more of our class completed courses at college, some as full-time students, some combining their studies with work.

"Mikhail Zaglyadimov became a railway construction engineer. Tulya Notkina and Irina Nechayeva specialized in typography, Kira Bagaturyants, Misha Shpolyansky, Valentin Krylov and Tanya Zakharova studied chemistry and are working in research institutes of the Academy of Sciences.

"Nadya Durasova graduated from the Oil Institute and went on prospecting expeditions in distant parts of the country.

"Musha Sinyagina, who chose geodesy as her profession, is working on the construction of the Moscow Underground. Tanya Belostotskaya, a chemist by training, is an expert translator as well.

"These years saw the publication of the first books by our classmates Volkenstein, who became a physicist, Yurenev—an art critic—and Naidich, who went in for mechanical engineering.

"Yura Vedenikov, who was then studying at the Building Institute and who has since won a title in sports, scaled the topmost mountain summits. Boris Safonov went in for mountain-climbing too.

"Space does not allow us, in this brief report, to enumerate the various pieces of work with which the nation entrusted us.

"All of us worked, studied, and together with the whole of our people, built up the new socialist society.

"Then our country entered the grim ordeal of 1941-45. Our leader and military commander, J. V. Stalin, said: 'Everything for the front, all out for victory!'

"And during the war years, our classmate Rubin tested combat aircraft, Naidich designed new types of ammunition, Burnashev, Uspenskaya, Zakharova, Nechayeva, Gordon and many another among us was engaged in important defence work.

"Serving with the colours in the Great Patriotic War were our classmates Taubkin, Krylov, Ovchinnikov, and Lipstein; Rostislav



I. K. Novikov with pupils of the class of 1929



One of the ex-pupils at this reunion is the celebrated actor Igor Ilynsky, People's Artist of the U.S.S.R. (right)

Yurenev was a bomber navigator and went out on 103 combat missions. Boris Safonov, who also became an airman, was killed in action at Krasnodar in September 1942—his memory will live for ever in our hearts. Mikhail Zaglyadimov was wounded in the fighting on the Kalinin Front.

“The years that followed our victory were years of strenuous effort in economic rehabilitation and construction unparalleled alike for scale and tempo.

“We are no longer beginners in our various fields, we have experience now and it is only right that much should be expected of us. The country entrusts us with high responsibilities, and we endeavour to show ourselves worthy of its confidence.

“We are working in factories and research institutes of the Academy of Sciences, are teaching in schools and colleges, are writing books, textbooks, articles.

“Today we have gathered again in our old school. In this report, which covers 55 of us, we can say that 48 of our number are college graduates, thirteen hold Master's Degrees in chemistry, engineering, biology, geology, history, physics, mathematics, the history of art, and other fields, and eight more will be presenting their Master's theses shortly. Two of

us are professors—Mikhail Volkenstein, Doctor of Physics and Mathematics, and Yakov Millstein, who holds a Doctor's Degree in the history of art; thirty have notable writings, designs and inventions to their credit. In all, our class has produced some 250 books, pamphlets, articles, designs and inventions.

"Many of us are doing important work in the Party. Zaglyadimov and Naidich are District Party Committee lecturers on world affairs, Furmer is departmental Party Secretary in his institute, Taubkin, Bagaturyants and others are also prominent in Party activities.

"In the responsible jobs in which our country has placed us we have been honoured with government decorations. Thirty-four of our number have been awarded Orders and medals. Today we congratulate a thirty-fifth, our general favourite Alexander Burnashev, on whom the Order of Lenin has just been conferred for carrying out an important government assignment.

"Today, on our school anniversary, we want once again to thank our teachers. We thank you for having put the pen in our hands and taught us to convey a stirring message. From you we learned to love Pushkin and Belinsky, you initiated us into mathematics, you imbued us with the sacred feelings of

Soviet patriotism, of love for our great Homeland.

“We have been in many a town and village of our country, up in the mountains of Central Asia and far beyond the Arctic Circle, deep underground and high in the skies; we have been in foreign lands and strange cities—and wherever we were, our thoughts returned with deep emotion and love to our dear school, where our friendship was born and cemented, and where we were taught to love and defend our Homeland.

“To the whole of the teaching staff we say: we wish you many, many more years of your valuable and fruitful work.

“To today’s pupils of School 110, the future workers and engineers, doctors and academicians, the future artists and sportsmen, the future builders of Communism, we say: we wish you many victories on the road that will be yours, and we also wish that to the end of your days you may go on loving your school and cherish your schoolday friendship.

“We congratulate the staff and student body of School 110 on this twentieth anniversary of its fine annual tradition, which today has spread to many other schools in our country. It is a tradition which serves to strengthen friendship among our Soviet peo-

ple and which makes the school more conscious of its responsibility to its pupils, and former pupils of their responsibility to their old school.

"We address a message today to the great Communist Party and to our great captain, Comrade Stalin, who have inspired and organized all our victories and who are leading the Soviet people to Communism—a message of profound love and gratitude for the glorious opportunities enjoyed by our Soviet youth in growing from schoolboys and schoolgirls to true masters of their job—engineers, scientists, active builders of Communism.

"We promise not to rest content with our present achievements, but to add constantly to our proficiency and skill, to be of ever greater service to our country, and to work together with our whole people on building the great society of Communism."

And so, each of them has become what he wanted to be, is doing the work that his energy and abilities fitted him for.

It is a joy to educate and send out into life such a fortunate younger generation—it is a joyous and noble, if exacting, privilege to be a Soviet teacher.

